



**USAID** | **SENEGAL**  
DU PEUPLE AMERICAIN

# MATERIALS PRINTING & DISTRIBUTION REPORT

2019-2020 STUDENT AND TEACHER MATERIALS (OUTPUT 1.1)

90 DAYS POST-DISTRIBUTION AUDIT

## LECTURE POUR TOUS

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# ACRONYMS

CEI	<i>Cours Élémentaire I</i>
CI	<i>Cours Initial</i>
CP	<i>Cours Préparatoire</i>
CSV	Comma-Separated Value
EGR	Early Grade Reading
IA	<i>Inspection Académique</i>
ICT	Information and Communication Technology
IEF	<i>Inspections de l'Éducation et de la Formation</i>
LPT	Lecture Pour Tous
MEL	Monitoring, Evaluation, and Learning
MEN	<i>Ministère de l'Éducation Nationale</i>
PAQUET	<i>Programme d'Amélioration de la Qualité, de l'Équité et de la Transparence</i>
POD	Proof of Delivery
TLM	Teaching and Learning Materials
USAID	U.S. Agency for International Development

# I. EXECUTIVE SUMMARY

## PROGRAM BACKGROUND

The *Programme d'Amélioration de la Qualité, de l'Équité et de la Transparence* (PAQUET) was instituted as part of a results-based education management project within the Republic of Senegal. The *Ministère de l'Éducation Nationale* (MEN) of the Republic of Senegal has launched a reforms program for early grade reading (EGR) called "Lecture Pour Tous" with technical assistance and funding from the U.S. Agency for International Development (USAID). Lecture Pour Tous supports this vision for the period 2016-2021 and aims to achieve significant, scalable, measurable and sustainable improvements in reading performance among students in the first three years of public primary school and equivalent classes in the daaras in the intervention zones. Thus, the program targets pupils in 1st (*Cours Initial* - CI), 2nd (*Cours Préparatoire* - CP), and 3rd (*Cours Élémentaire I* - CEI) grade in public schools and daaras, and also parents and beneficiary communities. The program aims to achieve three major outcomes, namely: 1) Early grade reading instructions in public primary schools and daaras improved, 2) Delivery systems for early grade reading instruction improved, and 3) Parent and community engagement in early grade reading improved.

## SUMMARY OF AUDIT PROCESS

Within the framework of Outcome I of the program, particularly in its output: I.1: Evidence-based early grade reading materials in Senegalese languages provided, Lecture Pour Tous in collaboration with the MEN proceeded at the beginning of the 2019-2020 school year with the distribution of teaching and learning materials (TLM) in the six regions of intervention of the program (Kaolack, Fatick, Kaffrine, Matam, Louga and Diourbel). Thus, in accordance with contractual guidelines, a pre-distribution and immediate post-distribution audit of this material was carried out and submitted to USAID and MEN. This audit confirmed that the Lecture Pour Tous program materials were effectively distributed to schools in November 2019 in the 21 *Inspections de l'Éducation et de la Formation* (IEF) covered by the program. In the same vein, a 90-day post-distribution audit was conducted as planned to confirm that the distributed teaching materials are still available from the beneficiaries in good condition and in the required ratios.

This 90-day post-distribution audit was carried out through two surveys, one internal and one external, and was conducted among a sampling of program beneficiary schools, specifically:

- A quantitative survey carried out among 10% of the schools benefiting from the distribution of TLMs through SMS and telephone calls carried out by CPG (Cresus Platinum Group) at the Inspection d'Académie (IA) level of Diourbel, Louga, Kaffrine, Fatick during the period from February 24 to March 9, 2020;
- The quantitative survey carried out by the program through the Telerivet application (a third-party mobile messaging platform serving as an ICT tool for the program) for a 15% sample drawn randomly among the beneficiary schools of the Kaolack and Matam IA over the period from January 22 to February 10, 2020.

Between these two surveys, the IA beneficiaries of the program are responsible for up to 16.42% of the schools and daaras targeted by the program for the school year 2019-2020.

## SUMMARY OF AUDIT FINDINGS

The data collected during these two surveys as well as the data from the distribution base resulting from the proof of delivery slips collated by the Lecture Pour Tous monitoring, evaluation, and learning (MEL) team are analyzed and presented in this report, resulting in a synthesis of these three sources of information.

The results of the 90-day post-distribution audit indicate that between 99.5% and 100% of the target schools received Lecture Pour Tous materials in the national language chosen for their school, and between 69.9 and 72.17% schools received all materials in sufficient quantity. The results of these surveys showed that show the extent of the discrepancy between quantities distributed and quantities needed for certain materials, particularly teacher's guides.

The detailed breakdown of materials distributed to beneficiary institutions is as follows:

- 8,711 classes have been reached by the distribution of materials, with 3,656 CI classes, 3,752 CP classes and 1,303 CEI classes.
- 338,894 pupils, 183,723 girls and 155,171 boys, benefited from the materials distributed.
- 3,715 teacher's guides have been distributed to teachers and school directors, including to 30 daaras.
- 179,779 student textbooks have been distributed, including 2,216 in the daaras.
- 335,707 take-home booklets have been distributed, including 3,082 in the daaras.
- 82 alphabet boards have been distributed.
- 193,437 decodable leveled readers have been distributed, of which 2,578 have been distributed in the daaras.
- 4,534 story books have been distributed, including to 51 daaras

These materials were deployed at the IEF level in accordance with the appropriate grades and languages and under the supervision of the Lecture Pour Tous focal points and IEF *comptables des matières*. However, distribution of the additional teacher was unfortunately interrupted in March 2020 by the COVID-19 pandemic. These gaps will be filled when the prohibitions on public assembly are lifted and schools are reopened by government authorities, or at soonest identified reasonable window of opportunity.

## 2. METHODOLOGY

The following table shows the selected indicators and the collected results from the audit conducted in 10% of schools in Diourbel, Louga, Kaffrine, and Fatick by Cresus Platium Group (CPG) from February 24 to March 9, 2020 and in 15% of schools in Kaolack and Matam by Telerivet from January 1 to February 10, 2020. The Lecture Pour Tous MEL team came to these percentages by determining the minimum sample size necessary to create a representative snapshot of the status of the TLM distribution. As obtaining rapid responses from respondents was of high concern, the team elected to use the minimum sample size that could still be considered representative.

### SUMMARY TABLE OF 90-DAY POST-DISTRIBUTION AUDIT RESULTS

90-Day Post Distribution Audit Indicator	CPG results	Telerivet results
Percent of schools having received Lecture Pour Tous materials (not accounting for quantity or language)	100%	100%
Percent of schools having received Lecture Pour Tous materials in the correct language chosen for their school	100%	100%
Percent of schools having received sufficient materials <sup>1</sup>	72.17%	69.9%
Percent of schools whose materials received were usable and in classrooms	100%	100%
Percent difference between number of student textbooks received and student needs (CI level)	3.94%	0% <sup>2</sup>
Percent difference between number of take-home booklets received and student needs (CI level)	3.41%	0%
Percent difference between number of student textbooks received and student needs (CP level)	3.84%	0%
Percent difference between number of take-home booklets received and student needs (CP level)	3.3%	0%
Percent difference between number of student textbooks received and student needs (CEI level)	1.89%	0%
Percent difference between number of take-home booklets received and student needs (CEI level)	1.30%	0%
Percent difference between number of teacher guides received and teacher needs (CI)	13.19%	19.68%
Percent difference between number of teacher guides received and teacher needs (CP)	17.73%	19.96%
Percent difference between number of teacher guides received and teacher needs (CEI)	16.58%	10.42%
Percent difference between alphabet boards received and total classrooms (CI)	17.88%	N/A
Percent difference between decodable leveled readers received and student needs in the appropriate ratio of students per booklet (CI, CP, and CEI)	5.79%	N/A

The results of these two surveys, as well as data from the Lecture Pour Tous MEL database, are presented separately in this report in order to allow for comparison and better analysis of the data collected. The differences between the results of the two audits can be attributed to distribution

<sup>1</sup> “Sufficient,” for the purposes of this audit, was understood as: One teacher guide for each teacher and director; one student textbook for each student; one take-home booklet for each student; one alphabet board for each CI class; one set of decodable leveled readers for each 10 students.

<sup>2</sup> On selected sample, all respondents of survey confirmed the reception of these materials without a deficit compared to need.

differences in the regions where each audit occurred. The CPG audit occurred in Louga, Diourbel, Fatick, and Kaffrine. The Telerivet audit occurred in Matam and Kaolack. The individual situations affecting distribution in each region will be discussed during the review of results.

## **2.A EXTERNAL QUANTITATIVE SURVEY THROUGH A CALL CENTER**

Following a competitive solicitation process, CPG was selected as the call center provider to carry out the external survey portion of the 90-day post-distribution audit in 10% of schools in Louga, Diourbel, Fatick, and Kaffrine. The purpose of this audit was to identify surpluses and shortages of distributed TLMs in the targeted schools, and in order to enable the project to take any corrective measures, to verify the materials distributed in relation to the language of instruction.

From February 24 through March 9, 2020, CPG collected the required data via SMS messages and telephone calls, and subsequently extracted the responses from 623 respondents into Microsoft Excel for analysis.

The following section describes the survey methodology proposed by CPG, and approved by the Lecture Pour Tous MEL team, including training of enumerators, the guiding principles used by CPG in initial data analysis, and the tools used throughout the audit.

## **2.B METHODOLOGY AND TOOLS USED**

For the survey, CPG recommended the use of information and communication technologies (ICT) tools to ensure broad coverage in the targeted schools.

Survey questionnaire. The Lecture Pour Tous MEL team developed a questionnaire (included via annex to this report) for CPG to use during data collection that met the requirements of the audit. Teachers were the primary audience for the questionnaire to verify that the materials actually arrived in the classrooms, since the school directors were responsible for the last mile distribution (classroom-level) of the TLMs during the initial distribution phase in late 2019.

Prior to commencing the audit, CPG trained enumerators in February 2020 on the survey methodology, questionnaire, integration of the questionnaire with CPG's digital platform/interface, and the process for collecting and inputting questionnaire responses into the platform.

The questionnaire consisted of eighteen questions focusing mainly on the identification of the beneficiary, confirmation of receipt of materials, types of materials received, date of receipt, sufficiency or not of the materials received, language of instruction compared to the language of the materials received, and the number of students and teachers benefiting from materials in each level (CI, CP, and CEI). These questions were administered to each teacher surveyed, and computer and web interfaces were set up to collect the responses to these questions administered by SMS and/or telephone calls.

CPG digital platform. This platform made it possible to send and receive SMS messages from the targeted teachers in the relevant schools by recording the responses to these messages in a database, at no cost to the survey respondent (teachers). The interface allowed CPG to analyze responses to the primary question of whether or not the teacher received Lecture Pour Tous materials (yes or no response question), allowed respondents to modify their responses if an initial answer was recorded in error, and finally enabled CPG to verify if messages were received or read.

Internet Use. The questionnaire collected relevant information on the location, the IA, the IEF, the school, the teacher's name and contact information, as well as any other item in the questionnaire (Annex I). All communications between interviewers and respondents were recorded and saved in an

internet database established for this purpose. The online database also supported the second phase of the external audit by permitting CPG to determine which teachers had successfully responded via SMS message and thereby determine which teachers required follow-up via phone call to confirm receipt and completion of the survey.

## **2.D PROCESS OF THE AUDIT**

This section describes the established approach followed by CPG to collect data through the two media: SMS and telephone calls.

SMS. The database of teachers' telephone numbers, provided by Lecture Pour Tous, was converted to a Comma-Separated Values (CSV) format. This conversion was included as part of the six days allotted to CPG for preparation, including initial testing, data preparation, and training of surveyors. After this conversion and connection to the digital interface, the database in CSV format was integrated into the CPG digital platform and CPG began the SMS portion of the survey. Respondents were given 11 days from date of reception to complete the survey.

Telephone calls. Surveys and telephone calls in the four regions began simultaneously. Prior to the start of the telephone calls, CPG sent a "WhatsApp" message to all teachers to allow preparation time for the call. Using their digital interface, CPG posted the questionnaire used by the interviewers to collect data from the teachers. Posting the survey questions to WhatsApp before the beginning of the survey allowed respondents time to prepare their answers to ensure proper and accurate reporting. The questions posed included:

- the quantities and types of materials received;
- the date of receipt of materials;
- the language of the materials;
- the number of CI, CP, and CEI classes benefitting from received materials;
- and the gender-disaggregated size of these classes.

Information including IA, IEF, commune, name of the school, and teacher name and contact information was pre-filled in by CPG on the form administered to each respondent in order to save time during data collection. During the telephone calls, the interviewers completed the form with the teachers' responses as they administered the questions.

Once the form was fully completed, the interviewer validated it and sent it to the database for processing. In most cases, when the teacher was not able to provide all the information requested at once, the interviewers made subsequent reminders to complete their records in the interface.



## 3. DATA ANALYSIS

The analysis and use of data collected during the CPG teacher survey shows that TLMs were effectively distributed to all 366 schools, representing 100% of the schools targeted by the sample.

The results of the CPG audit are presented and illustrated in the tables and graphs below.

### 3.A SMS AUDIT RESULTS:

Date de début:	02/03/2020	Date de fin:	04/03/2020	Q Chercher
Total SMS envoyés	624	Erreur de réseau GSM: ?	0	
En blacklist	0	Numéro invalide: ?	0	
Envoyé sur le réseau: ?	0	Expiré: ?	1	
SMS reçus: ?	570	Autres erreurs: ?	1	
		STOP reçus:	0	
		Total de réponses reçus:	570	exporter

A total of 624 SMS messages were sent, of which 570 were received by the respondents, 54 were not received (errors, wrong number, expired), and ultimately 570 responses were recorded.

### 3.B TELEPHONE CALL AUDIT RESULTS:

CPG made nearly 780 telephone calls to teachers in Lecture Pour Tous schools covered by the sample (10% of schools) who had received TLMs. Calls were recorded by CPG and are available to Lecture Pour Tous. A summary of these results is presented by region for further analysis.

It should be noted that in this report, these results have been agglomerated by region (IEF) for ease of review. In total, 366 schoolteachers were contacted and confirmed the availability of TLMs at the classroom level.

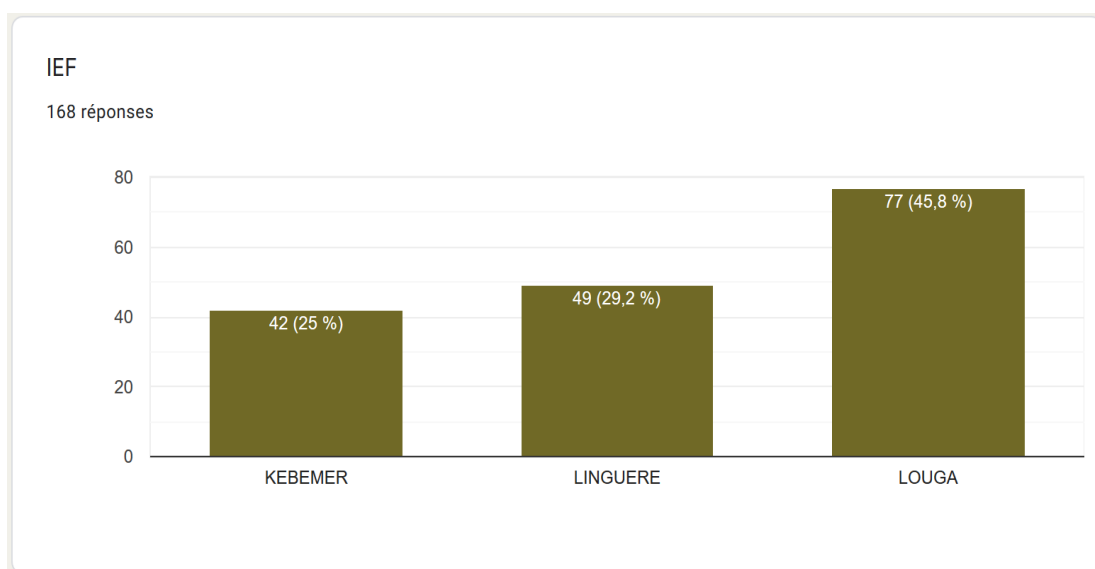
As demonstrated in the survey questionnaire, audited TLMs include student textbooks (*manuels de classe*), teacher guides (*guides de l'enseignant*), take-home books (*livrets de maison*), and decodable-leveled readers (*livrets décodable*).

#### 3.B.1 LOUGA REGION:

Of the 152 teachers in Louga schools contacted, 147 responded to the survey, all of whom confirmed that they had received the Lecture Pour Tous TLMs. In total, 168 responses were received in Louga.<sup>3</sup> At the time of the audit, 100% of the beneficiaries stated that they had received the materials in the correct language.

<sup>3</sup> As some teachers instruct multi-grade classrooms, they would have filled out multiple surveys/responses, one for each grade they instruct. Thus, there were an estimated 21 multi-grade classes surveyed.

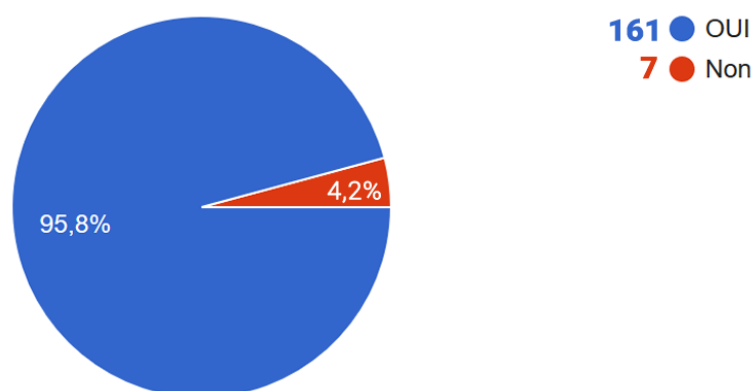
## DISTRIBUTION OF SURVEYED TEACHERS BY IEF



Of the teachers surveyed, 45.8% belong to the Louga IA, 29.2% for the Linguère IA, and 25% for the Kebemer IA.

## Q:4 - Avez-vous reçu suffisamment de manuels classe LPT pour vos élèves ?

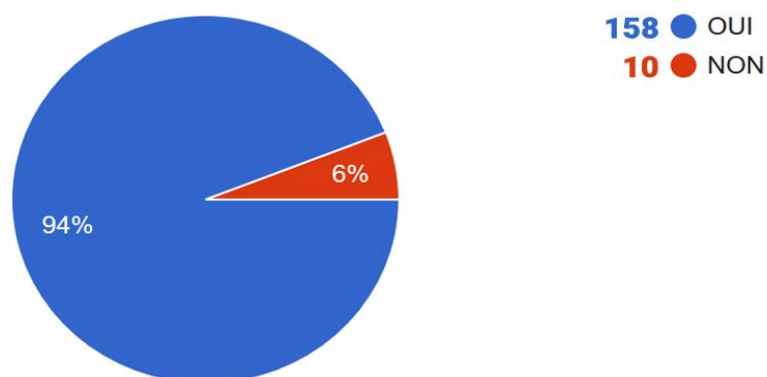
168 réponses



Concerning student textbooks, 82.7% of the teachers surveyed confirmed receipt of the material, and 16.7% also claimed to have used the allocation received last year (Year 3). It is also important to note that 95.8% of respondents confirmed having enough student textbooks for their students, compared to 4.2% who said they did not have enough at the time of the survey. 7 classes reported not receiving enough student textbooks.

### Q7: Avez-vous reçu suffisamment de livrets maison LPT pour vos élèves ?

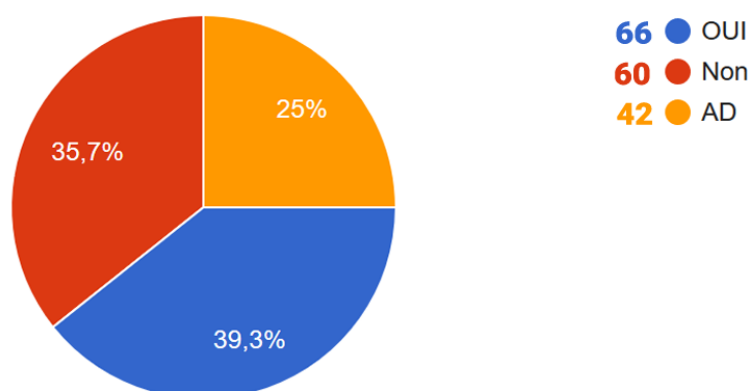
168 réponses



For the take-take-home booklets, 89.9% of the teachers surveyed confirm receipt of this material. 9.5% of the respondents also said that they used the allocation received last year (Year 3). It should also be noted that 94% of the teachers confirmed that they had enough take-home booklets, against 6% for whom the quantities were insufficient at the time of the survey, making 10 classes with a shortage of take-home booklets.

### Q:8 - Avez-vous reçu le guide de l'enseignant LPT ?

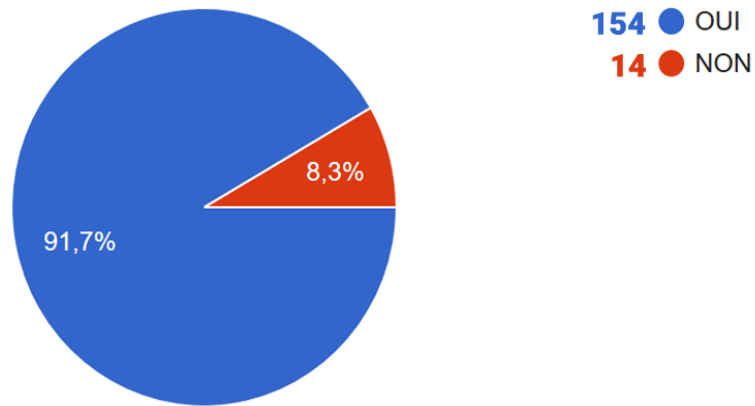
168 réponses



Regarding the teacher's guide, 64.3% of the teachers surveyed confirmed that they had this material. 35.7% of teachers across 60 classes stated at the time of the survey that they had not yet received their teacher guide.

### Q:12 - Le nombre de livrets décodables reçus est-il suffisant ?

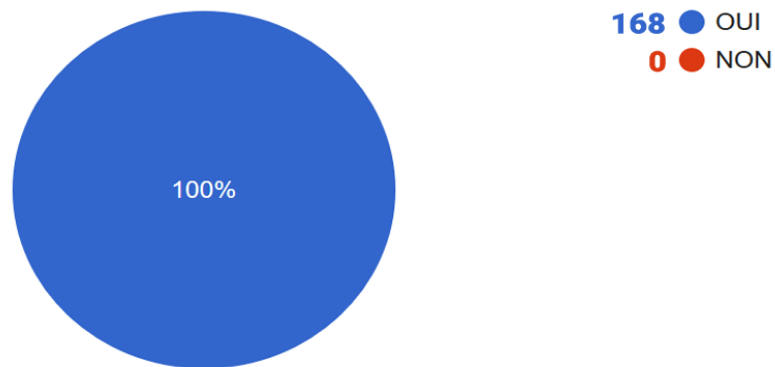
168 réponses



With regard to decodable leveled readers, 91.7% of the teachers surveyed said they had received decodable leveled readers in sufficient quantity, compared with 8.3% who reported a deficit in 14 classes at the time of the survey. These 14 classes were predominantly level 3 booklets (intermediate CI-CP).

### Q15: Le matériel est-il toujours en votre possession ?

168 réponses

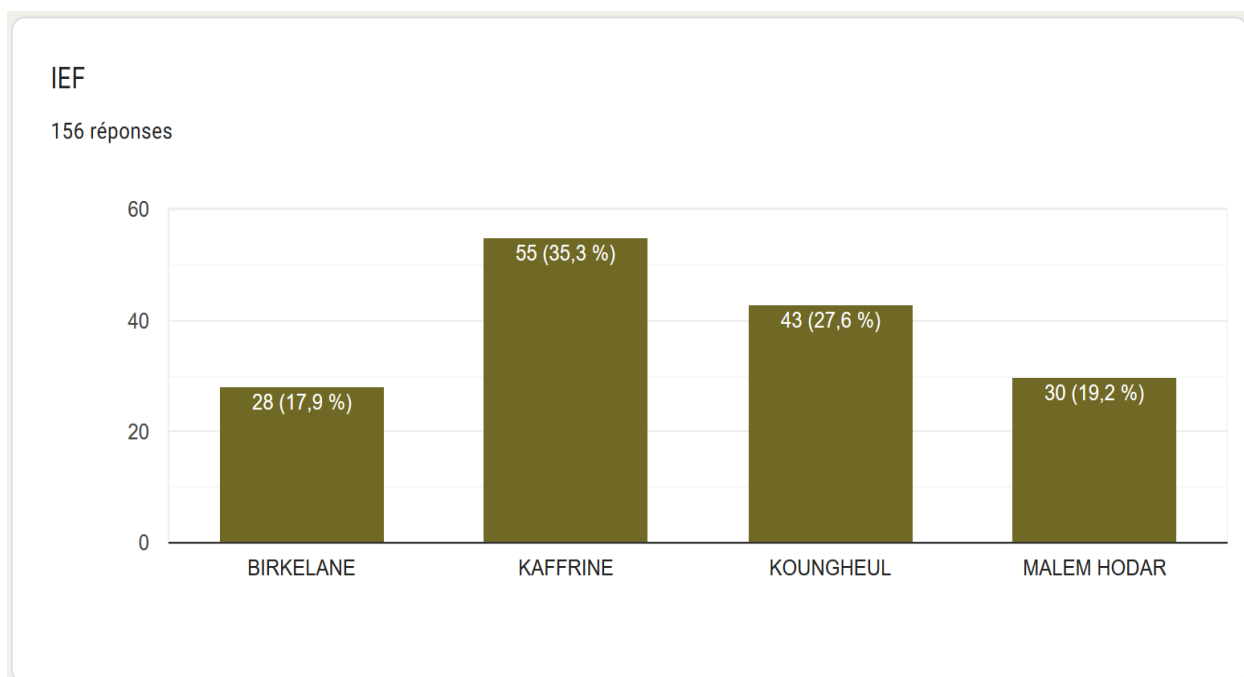


The majority of teachers confirmed having received LPT teaching materials during the distribution days in November 2019 (62.2% of respondents). The rest of the materials were received during the months of December 2019 (9.6% of respondents) and January 2020 (28.2% of respondents) in order to make up for the shortages noted. It should be noted that all the teachers surveyed confirmed the availability and satisfactory condition of all the materials received.

### 3.B.2 KAFFRINE REGION:

Out of the 152 telephone numbers provided in the database, 147 teachers responded to the survey, and all confirmed having received Lecture Pour Tous TLMs. In total, 156 responses were received in Kaffrine.<sup>4</sup> At the time of the audit 100% of the beneficiaries stated that they had received the materials in the right language.

#### DISTRIBUTION BY IEF OF THE TEACHERS SURVEYED

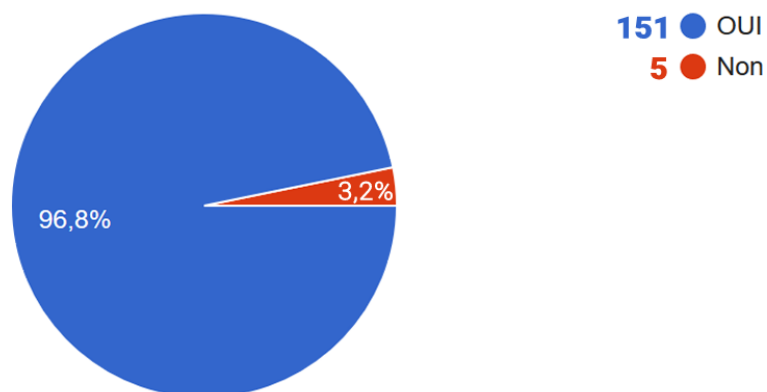


35.3% of the teachers surveyed belonged to the Kaffrine IA, against 27.6% for the Kounghoul IA, 19.2% for the Malem Hodar IA, and 17.9% for the Birkelane IA.

<sup>4</sup> As some teachers instruct multi-grade classrooms, they would have filled out multiple surveys, one for each grade they instruct. Thus, there were an estimated 9 multi-grade classes surveyed.

#### Q:4 - Avez-vous reçu suffisamment de manuels classe LPT pour vos élèves ?

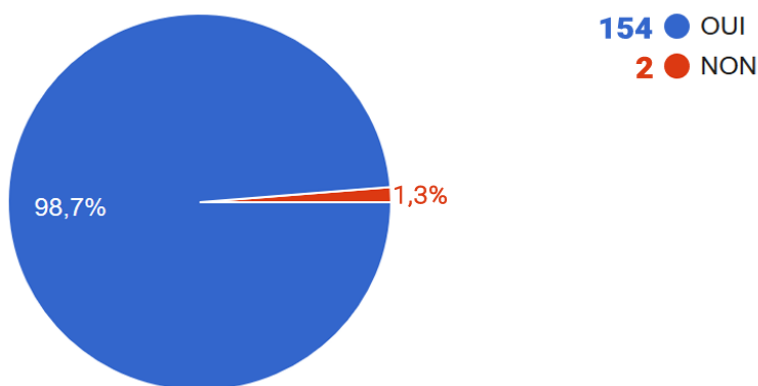
156 réponses



Concerning student textbooks, 86.5% of the teachers surveyed confirmed the receipt of this material, where 13.5% claim to have also used the allocation received last year (Year 3). It is also important to note that 96.8% of respondents confirmed having enough student textbooks, compared to 3.2% who said they did not have enough at the time of the survey. 5 classes did not have enough student textbooks.

#### Q7: Avez-vous reçu suffisamment de livrets maison LPT pour vos élèves ?

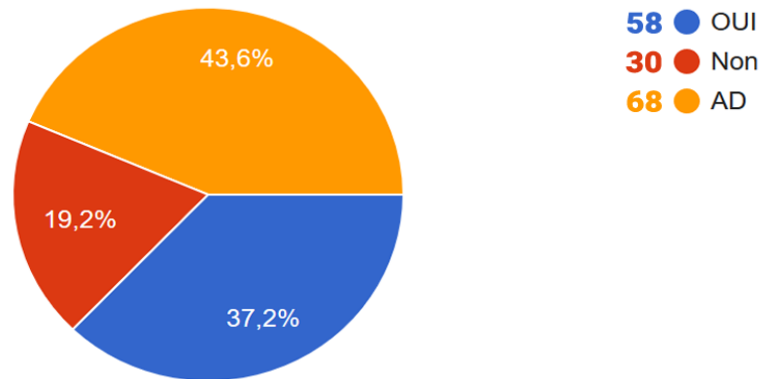
156 réponses



For the take-take-home booklets, 95.5% of the teachers surveyed confirmed receipt of this material, 4.5% of the respondents also say they used the allocation received last year (Year 3). It should also be noted that 98.7% of the teachers confirmed that they had enough take-home booklets against 1.3% for which the quantities were insufficient at the time of the survey. Two classes reported missing booklets.

### Q:8 - Avez-vous reçu le guide de l'enseignant LPT ?

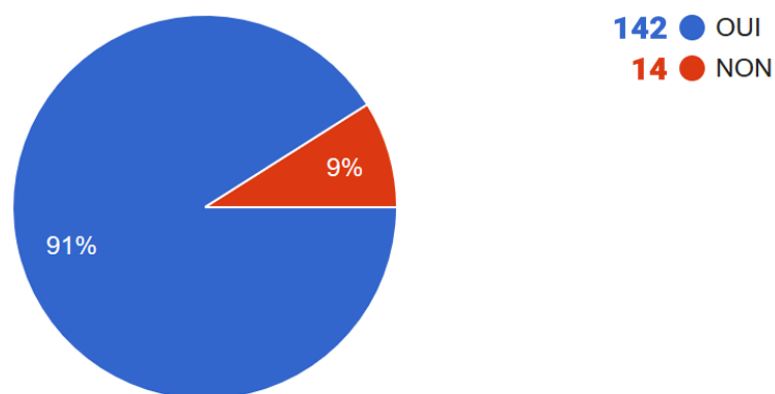
156 réponses



In terms of teacher's guides, 80.8% of the teachers surveyed confirmed having this material, against 19.2%, representing 30 classes, who stated at the time of the survey that they had not yet received their teacher guide.

### Q:12 - Le nombre de livrets décodables reçus est-il suffisant ?

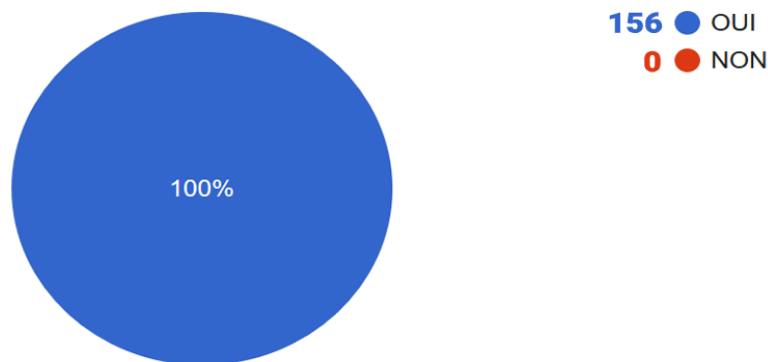
156 réponses



Regarding decodable leveled readers, 91% of the teachers surveyed said they had received sets of decodable leveled readers in sufficient quantity, compared to 9% who reported at the time of the survey a few level 2 and 3 booklets missing in 14 classes.

### Q15: Le matériel est-il toujours en votre possession ?

156 réponses



The majority of teachers confirmed having received LPT teaching materials during the distribution days of November 2019 (7.9% of respondents) and December 2019 (73.7%). The rest of the materials were received during the months of January 2020 (15.8% of respondents) and February 2020 (2.6% of respondents) in order to make up for the shortages noted. It should be noted that all the teachers surveyed confirmed the availability and satisfactory condition of all the materials received.

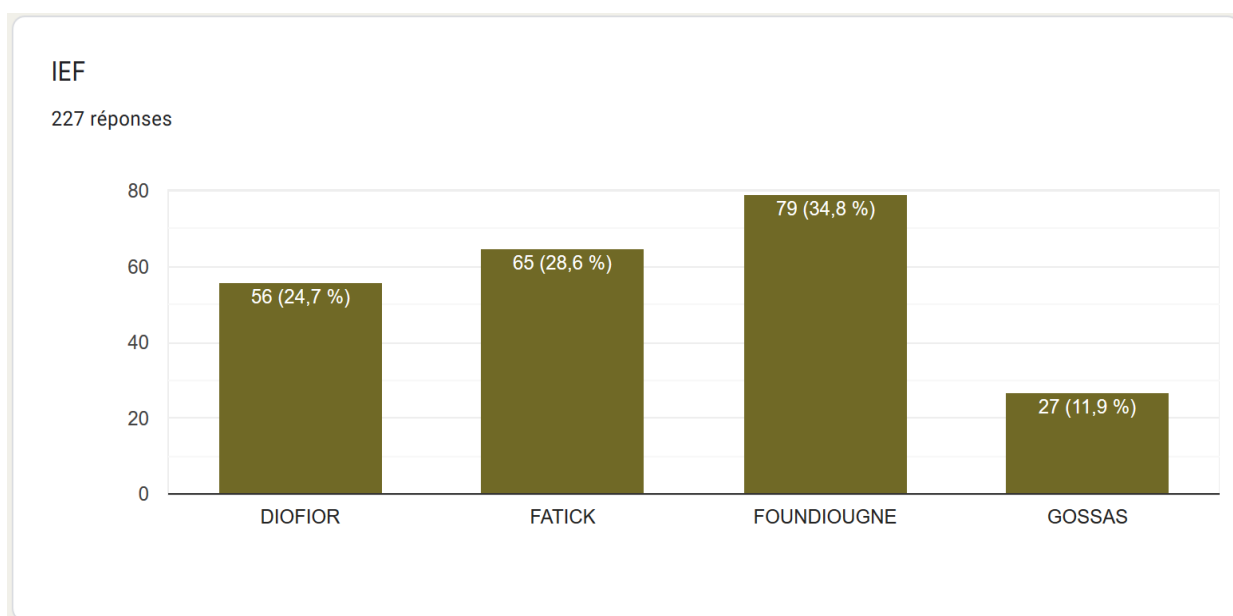
#### 3.B.3 FATICK REGION:

Of the 224 numbers provided in the database, 222 teachers responded to the survey, all confirming that they had received Lecture Pour Tous TLMs. In total, 227 responses were received in Fatick.<sup>5</sup> At the time of the audit, 100% of the beneficiaries stated that they had received the materials in the correct language.

<sup>5</sup> As some teachers instruct multi-grade classrooms, they would have filled out multiple surveys, one for each grade they instruct. Thus, there were an estimated 5 multi-grade classes surveyed.



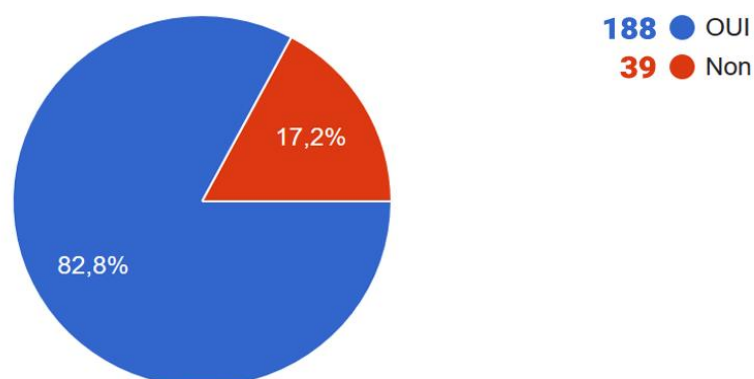
## DISTRIBUTION OF SURVEYED TEACHERS BY IEF:



34.8% of the teachers surveyed belong to the Foundiougne IA, against 28.6% for the Fatick IA, 24.7% for the Diofior IA and 11.9% for the Gossas IA.

Q:4 - Avez-vous reçu suffisamment de manuels classe LPT pour vos élèves ?

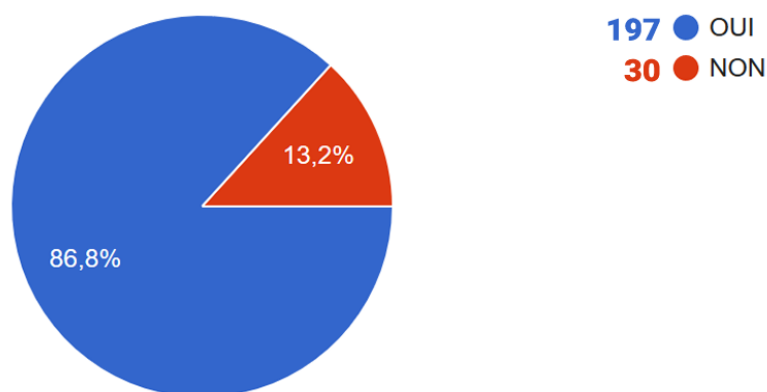
227 réponses



Concerning student textbooks 77.1% of the teachers surveyed confirmed receipt of this material, while 22% of the others said they also used the allocation received last year (Year 3) is also important to note that 82.8% of the respondents confirmed having enough student textbooks, compared to 17.2% who reported at the time of the survey having received insufficient quantities: 39 classes reported an insufficient quantity student textbooks at the time of the survey.

### Q7: Avez-vous reçu suffisamment de livrets maison LPT pour vos élèves ?

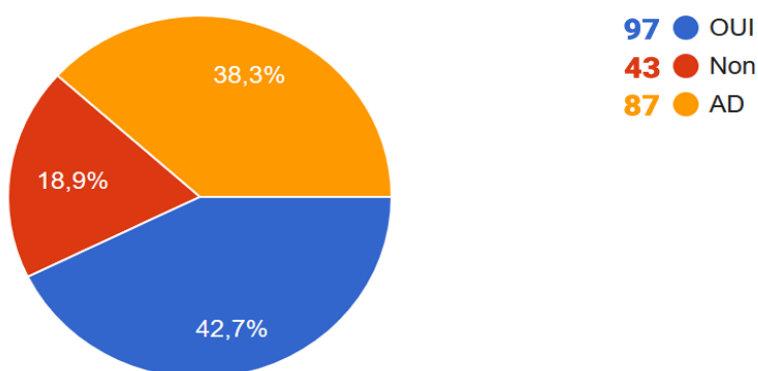
227 réponses



For the take-take-home booklets, 86.3% of the teachers surveyed confirmed receipt of this material, 11.9% of the respondents also say they used the allocation received last year (Year 3). It should also be noted that 86.8% of the teachers confirmed that they have enough take-home booklets against 13.2% for whom the quantities were insufficient at the time of the survey. 30 classes reported missing student textbooks.

### Q:8 - Avez-vous reçu le guide de l'enseignant LPT ?

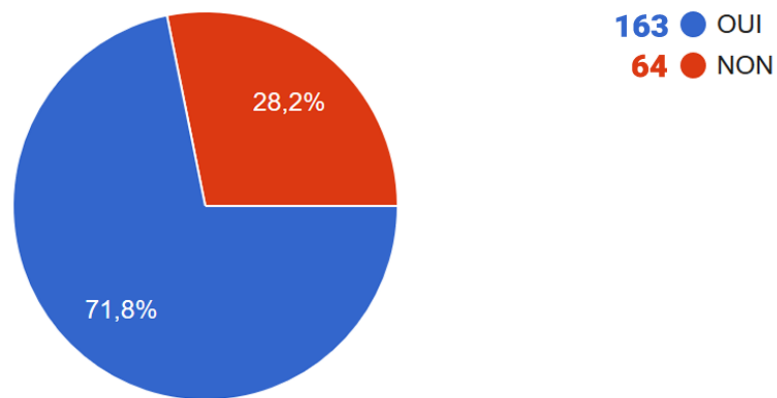
227 réponses



Regarding the teacher's guide, 81% of the teachers surveyed confirmed that they had this material, against 19%, representing 30 classes with reported insufficient quantities of teacher's guides.

### Q:12 - Le nombre de livrets décodables reçus est-il suffisant ?

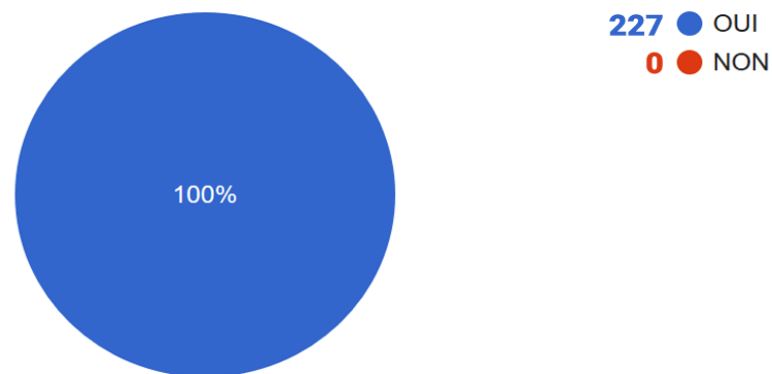
227 réponses



With regard to decodable leveled readers, 71.8% of teachers surveyed said they had received decodable leveled readers in sufficient quantity, compared to 28.2% who reported a deficit at the time of the survey, representing 64 classes, especially for level 3 booklets (intermediate CI-CP).

### Q15: Le matériel est-il toujours en votre possession ?

227 réponses

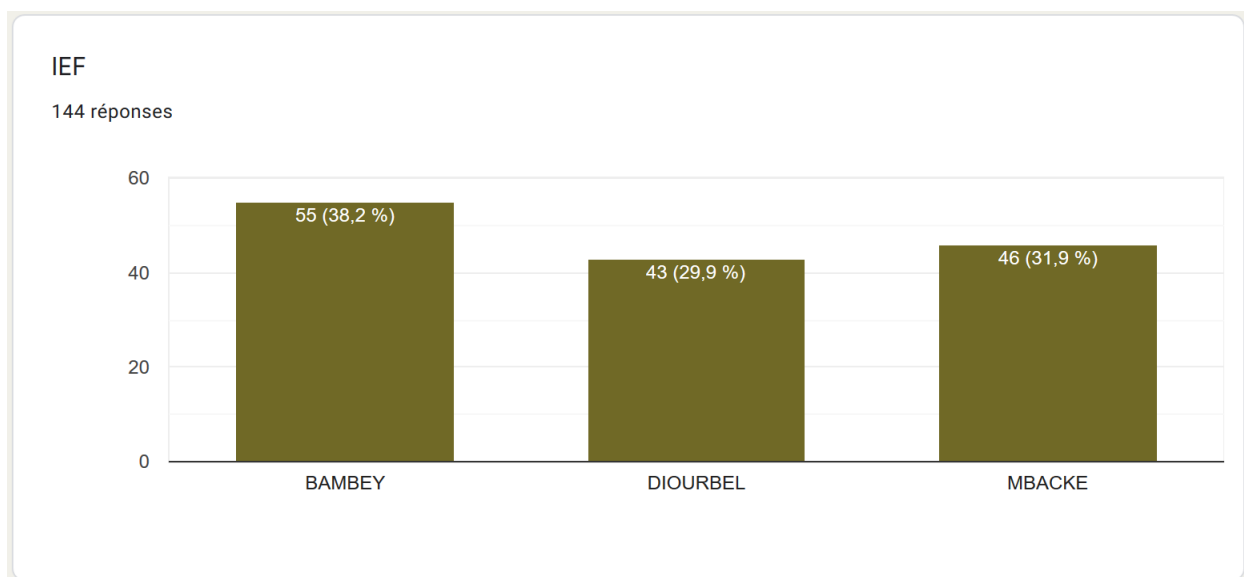


The majority of teachers confirmed having received Lecture Pour Tous TLMs during the distribution days in November 2019 (70.7% of respondents). The rest of the materials were received during the months of December 2019 (20.9% of respondents) and January 2020 (8.4% of respondents) in order to make up for the shortages noted. It should be noted that all the teachers surveyed confirmed the availability and satisfactory condition of all the materials received.

### 3.B.4 DIOURBEL REGION:

Out of the 130 numbers provided in the database, all teachers responded to the survey, and all confirmed having received the Lecture Pour Tous TLMs. In total, 144 responses were received in Diourbel.<sup>6</sup> At the time of the audit, 100% of the beneficiaries stated that they had received the materials in the right language.

#### DISTRIBUTION BY IEF OF THE TEACHERS SURVEYED:

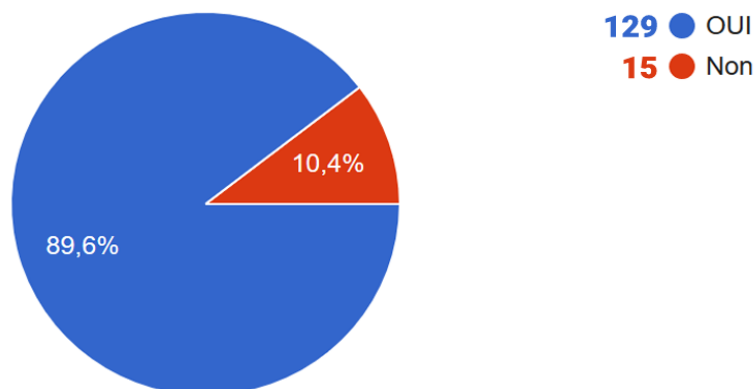


Of the teachers surveyed, 38.2% belong to the IA of Bambey, against 31.9% for the IA of Mbacké and 29.9% for that of Diourbel.

<sup>6</sup> As some teachers instruct multi-grade classrooms, they would have filled out multiple surveys, one for each grade they instruct. Thus, there were an estimated 13 multi-grade classes surveyed.

#### Q:4 - Avez-vous reçu suffisamment de manuels classe LPT pour vos élèves ?

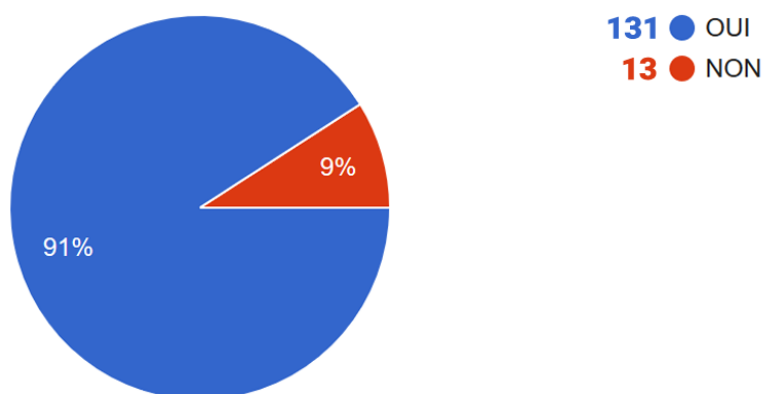
144 réponses



Concerning student textbooks, 84.7% of the teachers surveyed confirmed receipt of this material, where 14.6% also claimed to have used the allocation received last year (Year 3). It is also important to note that 89.6% of respondents confirmed having enough student textbooks, compared to 10.4% who said they did not have enough at the time of the survey: 15 classes do not have enough student textbooks.

#### Q7: Avez-vous reçu suffisamment de livrets maison LPT pour vos élèves ?

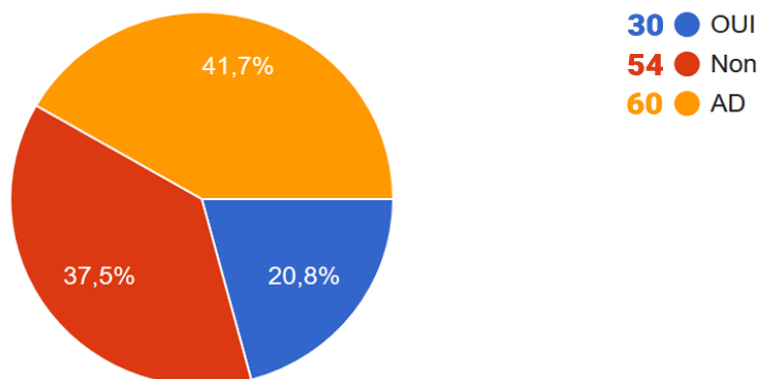
144 réponses



For the take-home booklets, 88.9% of the teachers surveyed confirmed receipt of this material, 9.7% of the respondents also said they used the allocation received last year (Year 3). It should also be noted that 91% of the teachers confirmed that they had received enough take-home booklets against 9% for whom the quantities were insufficient at the time of the survey: 13 classes had missing booklets.

### Q:8 - Avez-vous reçu le guide de l'enseignant LPT ?

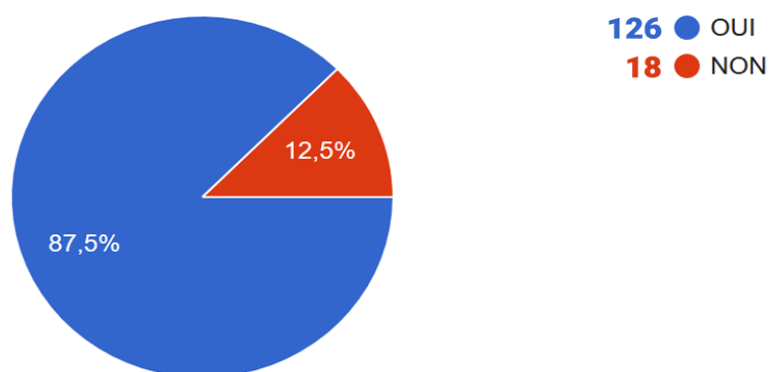
144 réponses



Compared to the teacher's guide, 62.5% of the teachers surveyed confirmed that they had this material, compared to 35.7%, representing 54 classes, who stated at the time of the survey that they did not have the teacher's guide.

### Q:12 - Le nombre de livrets décodables reçus est-il suffisant ?

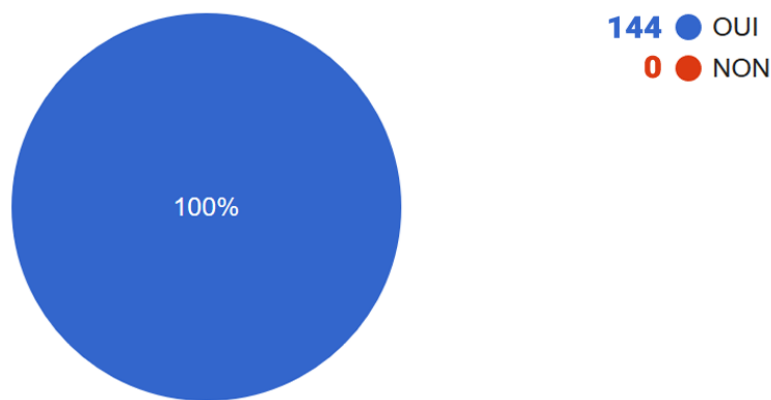
144 réponses



With regard to decodable leveled readers, 87.5% of the teachers surveyed said they had received decodable leveled readers in sufficient quantity, compared with 12.5% who reported a deficit at the time of the survey, representing 18 classes.

### Q15: Le matériel est-il toujours en votre possession ?

144 réponses



The majority of teachers confirmed having received LPT teaching materials during the distribution days in November 2019 (71.9% of respondents). The rest of the materials were received during the months of December 2019 (21.6% of respondents) and January 2020 (6.5% of respondents) in order to make up for the shortages noted. It should be noted that all the teachers surveyed confirmed the availability and satisfactory condition of all the materials received.

The process of addressing gaps identified immediately following distribution began in December 2019 and continued after the reprinting of the teacher guides. At the time of this report, the additional teacher guides have been printed and distribution began in March 2020. This distribution was unfortunately interrupted by the COVID-19 pandemic. Lecture Pour Tous plans to finalize distribution as soon as field activities resume. As a stop-gap measure, teachers have been provided an electronic version of the teacher's guide until distribution can resume. In the cases of all other TLMs, gaps were due to stock shortages at the time of the survey. Since the survey, Lecture Pour Tous's zonal offices have worked to reduce these minimal gaps, and this effort will continue as soon as field activities resume.

### 3.C INTERNAL QUANTITATIVE STUDY THROUGH TELERIVET

A quantitative survey was carried out internally, targeting the IAs of Kaolack and Matam, to complement the CPG audit. This survey through the mobile messaging platform Telerivet took place over the period from January 22 to February 10, 2020.

#### 3.C.1 OBJECTIVES AND APPROACH

The Telerivet survey covered a random sample of 5% of the total target of schools and daaras benefiting from the program at the IA level in Kaolack and Matam to measure the availability of TLMs following the November 2019 distribution. In total, 218 schools were reached by means of contacting school directors and teachers who are members on the Lecture Pour Tous *flotte* (virtual private network established for Lecture Pour Tous and the MEN under a contractual agreement with Sonatel SA).

Data was collected through sending an initial "Orange SMS Pro" message, followed by a questionnaire via Telerivet to the various teachers and directors targeted by the survey.

### 3.C.3 ANALYSIS AND USE OF RESULTS

The analysis will focus on the essential tools of the program, including the teacher's guide, the textbook and take-home booklets, and have been extrapolated to represent a population of 2,460.

#### DISTRIBUTION OF EQUIPMENT BY FUNCTION:

Position	Number of individuals having received materials	Ratio of teachers to directors having received materials	Extrapolated number of individuals having received materials (out of 2,460)
Director	34	36.55%	899
Teacher	59	63.45%	1561
<b>Total</b>	<b>93</b>	<b>100%</b>	<b>2,460</b>

Of 93 respondents (59 teachers and 34 directors), 59 respondents or 63.44% of total respondents confirmed that they had the teacher's guide, while 34 respondents (36%), stated that they did not have this material at the time of the survey.

In the extrapolated population of 2,460 teachers and directors, it is thus estimated that 889 directors and 1,561 teachers received the materials at the time of the survey.

#### DISTRIBUTION OF TEACHER GUIDES:

Position	Number of individuals who did not receive materials	Number of individuals having received materials	Ratio of teachers to directors having received materials	Extrapolated number of individuals having received materials*
Director	8	26	83.87%	745
Teacher	26	33	55.93%	873
<b>Total</b>	<b>34</b>	<b>59</b>	<b>63.44%</b>	<b>1,560</b>

\*out of 2,460

A total of 26 directors out of 34 confirmed at the time of the survey that they had received a guide (83.87%) and based on the number of directors who received material, the number of directors with a guide at their disposal is estimated at 745. The same applies to teachers, 33 out of 59 (55.93%) said they had received a guide at the time of the survey. By extrapolation, this corresponds to 873 teachers.

#### DISTRIBUTION OF STUDENT TEXTBOOKS:

Position	Number of individuals having received materials	Number of materials received by the sample	Extrapolated number of materials received by 2,460 individuals
Director	34	1,564	41,354
Teacher	59	2,533	67,017
<b>Total</b>	<b>93</b>	<b>4,097</b>	<b>128,371</b>



The total of 4,097 represents the number of student textbooks received by the 93 respondents at the time of the survey. By extrapolation, 128,371 student textbooks were distributed to 2,460 teachers and directors.

#### **DISTRIBUTION OF TAKE-HOME BOOKLETS:**

<b>Position</b>	<b>Number of individuals having received materials</b>	<b>Number of materials received by the sample</b>	<b>Extrapolated number of materials received by 2,460 individuals</b>
Director	34	1,722	45,532
Teacher	59	2,390	63,233
<b>Total</b>	<b>100%</b>	<b>4,112</b>	<b>108,765</b>

The total of 4,112 represents the number of take-home booklets received by the 93 respondents at the time of the survey. By extrapolation, 108,705 take-home booklets were distributed to 2,460 teachers and directors.

In conclusion, the internal survey conducted through Telerivet completed the report conducted by CPG and confirmed overall the availability of materials according to the data collected in the initial audit reports.

## 4. PRESENTATION AND ANALYSIS OF THE MEL DATABASE

Overall in Year 4, 717,254 TLMs were distributed to 338,894 students from 3,540 schools and daaras in the 21 IEFs in the six target regions (IAs). The Lecture Pour Tous MEL team analyzed the PODs used during the distribution days and has established a summary database. The subsequent analysis is provided here per IA level.

### 4.A KAOLACK IA

The table below summarizes the overall situation of the materials distributed at four IEFs in this region: Kaolack commune, Kaolack department, Guinguinéo and Nioro

Material	Distributed Quantity per Language		
	Wolof	Pulaar	Seereer
Teacher Guide (CI)	58	9	4
Teacher Guide (CP)	250	31	37
Teacher Guide (CEI)	396	30	64
Textbook (CI)	5276	508	578
Textbook (CP)	13981	883	1353
Textbook (CEI)	14428	679	1613
Home Booklet (CI)	28184	1839	2770
Home Booklet (CP)	25520	1437	2806
Home Booklet (CEI)	14195	689	1557
Alphabet Board (CI)	01	0	0
Decodable leveled reader– Level 1	2116	236	188
Decodable leveled reader– Level 2	2204	226	191
Decodable leveled reader– Level 3	5973	583	649
Decodable leveled reader– Level 4	5800	530	584
Decodable leveled reader– Level 5	10910	736	967
Decodable leveled reader– Level 6	7962	236	426
Decodable leveled reader– Level 7	6847	230	541
Story book (CP)	423	39	68
Story book (CEI)	242	17	40
Beneficiary schools	553	58	81

#### 4.B DIOURBEL IA

The table below summarizes the overall situation of the materials distributed at three IEFs in this region: Diourbel, Bambey and Mbacké

Material	Distributed Quantity per Language		
	Wolof	Pulaar	Seereer
Teacher Guide (CI)	62	3	52
Teacher Guide (CP)	109	6	91
Textbook (CI)	8714	142	2653
Textbook (CP)	23387	709	5905
Home Booklet (CI)	23353	527	5865
Home Booklet (CP)	23395	557	5852
Alphabet Board (CI)	04	0	0
Decodable leveled reader– Level 1	3401	64	847
Decodable leveled reader– Level 2	3270	64	847
Decodable leveled reader– Level 3	10074	326	2504
Decodable leveled reader– Level 4	9280	270	2287
Decodable leveled reader– Level 5	9217	284	2315
Story book (CP)	392	18	121
Beneficiary schools	359	21	119

#### 4.C FATICK IA

The table below summarizes the overall situation of the materials distributed at four IEFs in this region: Fatick, Diofior, Foundiougne and Gossas

Material	Distributed Quantity per Language		
	Wolof	Pulaar	Seereer
Teacher Guide (CI)	54	5	31
Teacher Guide (CP)	165	12	187
Teacher Guide (CEI)	188	16	313
Textbook (CI)	1514	110	2186
Textbook (CP)	3722	227	7419
Textbook (CEI)	4925	229	9011
Home Booklet (CI)	9680	440	17167
Home Booklet (CP)	8703	422	15670
Home Booklet (CEI)	4821	239	9027
Alphabet Board (CI)	4	0	4

Material	Distributed Quantity per Language		
	Wolof	Pulaar	Seereer
Decodable leveled reader– Level 1	477	38	548
Decodable leveled reader– Level 2	339	38	573
Decodable leveled reader– Level 3	1150	145	1477
Decodable leveled reader– Level 4	842	107	2241
Decodable leveled reader– Level 5	3389	182	4366
Decodable leveled reader– Level 6	2445	95	4438
Decodable leveled reader– Level 7	2410	104	4325
Story book (CP)	294	18	436
Story book (CEI)	148	8	230
Beneficiary schools	267	21	388

#### 4.D KAFFRINE IA

The table below summarizes the overall situation of the materials distributed at four IEFs in this region: Kaffrine, Birkilane, Koungeul and Malem Hodar

Material	Distributed Quantity per Language		
	Wolof	Pulaar	Seereer
Teacher Guide (CI)	88	25	1
Teacher Guide (CP)	186	32	5
Teacher Guide (CEI)	309	25	5
Textbook (CI)	2877	233	84
Textbook (CP)	5041	680	112
Textbook (CEI)	7969	276	162
Home Booklet (CI)	13417	1068	274
Home Booklet (CP)	11937	1122	235
Home Booklet (CEI)	7969	296	153
Alphabet Board (CI)	12	1	1
Decodable leveled reader– Level 1	1000	66	12
Decodable leveled reader– Level 2	1048	74	20
Decodable leveled reader– Level 3	2104	144	27
Decodable leveled reader– Level 4	1903	146	35
Decodable leveled reader– Level 5	3942	193	92
Decodable leveled reader– Level 6	4011	126	78

Material	Distributed Quantity per Language		
	Wolof	Pulaar	Seereer
Decodable leveled reader– Level 7	3949	127	75
Story book (CP)	388	45	5
Story book (CEI)	244	9	4
Beneficiary schools	413	50	13

#### 4.E MATAM IA

The table below summarizes the overall situation of the materials distributed at threeIEFs in this region: Matam, Kanel and Ranerou

Material	Distributed Quantity per Language		
	Wolof	Pulaar	Seereer
Teacher Guide (CI)	1	200	0
Teacher Guide (CP)	0	56	0
Teacher Guide (CEI)	8	157	0
Textbook (CI)	238	4353	0
Textbook (CP)	61	9079	0
Textbook (CEI)	169	9248	0
Home Booklet (CI)	720	18716	0
Home Booklet (CP)	662	17694	0
Home Booklet (CEI)	251	8915	0
Alphabet Board (CI)	0	15	0
Decodable leveled reader– Level 1	0	840	0
Decodable leveled reader– Level 2	0	847	0
Decodable leveled reader– Level 3	182	3633	0
Decodable leveled reader– Level 4	132	2970	0
Decodable leveled reader– Level 5	244	4472	0
Decodable leveled reader– Level 6	103	4405	0
Decodable leveled reader– Level 7	103	4258	0
Story book (CP)	16	417	0
Story book (CEI)	7	193	0
Beneficiary schools	14	413	0

#### 4.F LOUGA IA

The table below summarizes the overall situation of the materials distributed at three IEFs in this region: Louga, Linguere and Kebemer

Material	Distributed Quantity per Language		
	Wolof	Pulaar	Seereer
Teacher Guide (CI)	131	47	6
Teacher Guide (CP)	194	59	7
Textbook (CI)	3455	1495	212
Textbook (CP)	20134	3553	196
Home Booklet (CI)	20129	3254	300
Home Booklet (CP)	20227	3467	190
Alphabet Board (CI)	34	6	0
Decodable leveled reader– Level 1	1125	547	76
Decodable leveled reader– Level 2	1052	558	84
Decodable leveled reader– Level 3	5400	1169	100
Decodable leveled reader– Level 4	7932	1375	80
Decodable leveled reader– Level 5	8208	1395	64
Story book (CP)	569	136	7
Beneficiary schools	564	184	14

# 5. CONCLUSION AND CONSIDERATIONS

Overall, the 90-day post-distribution audit was conducted satisfactorily, and provided Lecture Pour Tous with confirmation of materials at the classroom level, and support in identifying gaps for distributed TLMs. The analysis of the audit results and process also prompted Lecture Pour Tous to reflect on difficulties and areas for improvements and increased efficiencies, further elaborated on below:

## 5.A CONSTRAINTS AND CHALLENGES:

Lecture Pour Tous observed the following challenges during the surveys and/or in the data collection and analysis process, including:

- Delays in the timely collection of material transfer documents (PODs) from CPG in order to establish a reliable database, which further impacted the timeline for analysis of audit findings and report compilation;
  - Experienced delays were determined to be a result of issues in data agglomeration moving from the school and IA level to the zonal office and further entering zonal office data to the project-wide database;
  - With more than 35,000 data points, the project is considering outsourcing data entry for future audits in an attempt at further reducing delays.
- Weak telephone communication in some localities with recurring network problems made it difficult to collect information and lengthened survey times;
- Some teachers or school directors had some difficulty in providing all of the requested information, or required additional time to track down the details;
  - This is particularly noteworthy in terms of quantities received, as for larger schools this figure could be quite large;
  - If the respondent did not consult the questionnaire to prepare their answers before the survey call, multiple calls were often necessary to complete the survey.

## 5.B LESSONS LEARNED

Lecture Pour Tous has reflected on the following lessons learned as a result of the 90-day post-distribution audit and subsequent report compilation:

- Adopting an efficient tracking and tracing system can help to facilitate the timely submission of audit reports.
  - Lecture Pour Tous has already included specifications for the desired tracking system in the Request for Proposals (RFP) for the next distribution;
  - Identification of the specific needs of each school for the next school year has greatly improved with each additional school year and a tracking system will ensure that the database of school needs can be updated quickly without large-scale and labor-intensive updates.
- Existing/planned field missions should include regular checks of the physical condition of TLMs in classrooms and to take into account the proper use and security of equipment in audit reports.

- The Lecture Pour Tous MEL team is investigating the possibility of using coaches or supervisors to conduct these checks in future distributions.

## 5.C CONCLUSION

The following points are the top-line findings and conclusions resulting from the analysis of 90-day post-distribution audit findings. Lecture Pour Tous has included planned next steps to address identified shortages.

- In the six program intervention regions, 100% of the target schools received Lecture Pour Tous TLMs in the national language chosen for their school
- Between 70 and 72% of the schools received the complete batch<sup>7</sup> of Lecture Pour Tous materials required.
  - Approximately 5,000 teachers/directors/inspectors reported not having sufficient teacher guides available at the time of the audit. This was known to Lecture Pour Tous at the time of the immediate post-distribution audit in January 2020, and the program immediately launched the procurement for printing of additional guides. The additional guides had finished printing, and distribution was 30.12% (1,535 guides) completed as of early March 2020. However, distribution was indefinitely postponed due to impacts of COVID-19. The program is prepared to re-launch and finalize distribution as soon as the situation permits field activities to resume.
  - The gaps in the distribution of other TLMs, due to stock shortages at the time of distribution, have been nearly completely resolved. Materials for the remainder of these gaps are on hand and will be distributed when the COVID-19 situation permits field activities to resume.
- Materials distributed in November 2019 remain present and in usable format in 100% of the schools audited.

A final follow-up audit of the appropriate materials will be carried out after one year of presence in the classrooms to verify the state of the materials and ensure their continued availability.

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<sup>7</sup> “Complete batch,” for the purposes of this audit, was understood as: One teacher guide for each teacher and director; one student textbook for each student; one take-home booklet for each student; one alphabet board for each CI class; one set of decodable leveled readers for each 10 students.



## 6. ANNEX: CPG SURVEY QUESTIONNAIRE

2020-CHEMONICS - LECTURE POUR TOUS	
<p>Bonjour Mr le Directeur ou Mme la Directrice .....,</p> <p>Je suis Mr ou Mme.....et j'appelle pour le programme Lecture Pour Tous, dans le cadre d'une enquête quantitative sur le matériels didactiques distribués.</p> <p>Avez-vous quelques minutes à me consacrer ?</p> <p><b>*Obligatoire</b></p>	
IA *	<input type="text"/>
IEF *	<input type="text"/>
COMMUNE *	<input type="text"/>
ETABLISSEMENT *	<input type="text"/>
Prénom et Nom *	<input type="text"/>
Numéro Téléphone *	<input type="text"/>
Fonction ? *	<input type="text"/>
Q:1 - Quelle classe tenez-vous cette année scolaire 2019/2020 ? *	
<input type="radio"/> CI	
<input type="radio"/> CP	
<input type="radio"/> CE 1	

Q:2 - Avez-vous reçu les manuels classe LPT pour vos élèves ?

- ☐ Oui
- ☐ Non
- ☐ AD

Q:3 Les manuels classe reçus sont de quelle langue ?

- ☐ Wolof
- ☐ Pulaar
- ☐ Seereer

Q:4 - Avez-vous reçu suffisamment de manuels classe LPT pour vos élèves ?

- ☐ OUI
- ☐ Non

Q:5 - Avez-vous reçu les livrets maison LPT pour vos élèves ? \*

- ☐ OUI
- ☐ Non
- ☐ AD

Q:6 - Les livrets maison reçus sont de quelle langue ?

- ☐ Wolof
- ☐ Pulaar
- ☐ Seereer

Q7: Avez-vous reçu suffisamment de livrets maison LPT pour vos élèves ? \*

- ☐ OUI
- ☐ NON

Q:8 - Avez-vous reçu le guide de l'enseignant LPT ? \*

- ☐ OUI
- ☐ Non
- ☐ AD

Q:9 - Combien de planches alphabétiques avez-vous reçu ?

Votre réponse \_\_\_\_\_

Q:10a - Combien de livrets décodables avez-vous reçu ? \*

Votre réponse \_\_\_\_\_

Q:10b - Pour quels niveaux avez-vous reçu les livrets décodables ?

CI= Niveau 1, Niveau 2, Niveau 3 / CP= Niveau 3, Niveau 4, Niveau 5 / CE 1=Niveau 5, Niveau 6, Niveau 7

- ☐ NIVEAU 1
- ☐ NIVEAU 2
- ☐ NIVEAU 3
- ☐ NIVEAU 4
- ☐ NIVEAU 5
- ☐ NIVEAU 6
- ☐ NIVEAU 7

Q:11 - A quelle date ont été reçu les manuels ? \*

Votre réponse \_\_\_\_\_

Q:12 - Le nombre de livrets décodables reçus est-il suffisant ? \*

- ☐ OUI
- ☐ NON

Q:13 - Si non, avez-vous reçu le reliquat ?

- ☐ OUI
- ☐ NON

Q14: Quelle est la langue enseignée dans l'école dans le cadre du programme LPT ? \*

- ☐ Wolof
- ☐ Pulaar
- ☐ Seereer

Q15: Le matériel est-il toujours en votre possession ? \*

- ☐ OUI
- ☐ NON

Q16: SI NON pourquoi ?

Votre réponse \_\_\_\_\_

Q17: Quelle est l'effectif total d'élèves dans votre classe ? \*

Votre réponse \_\_\_\_\_

Q18: Combien d'élèves filles y'a-t-il dans votre classe ? \*

Votre réponse \_\_\_\_\_

Envoyer

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